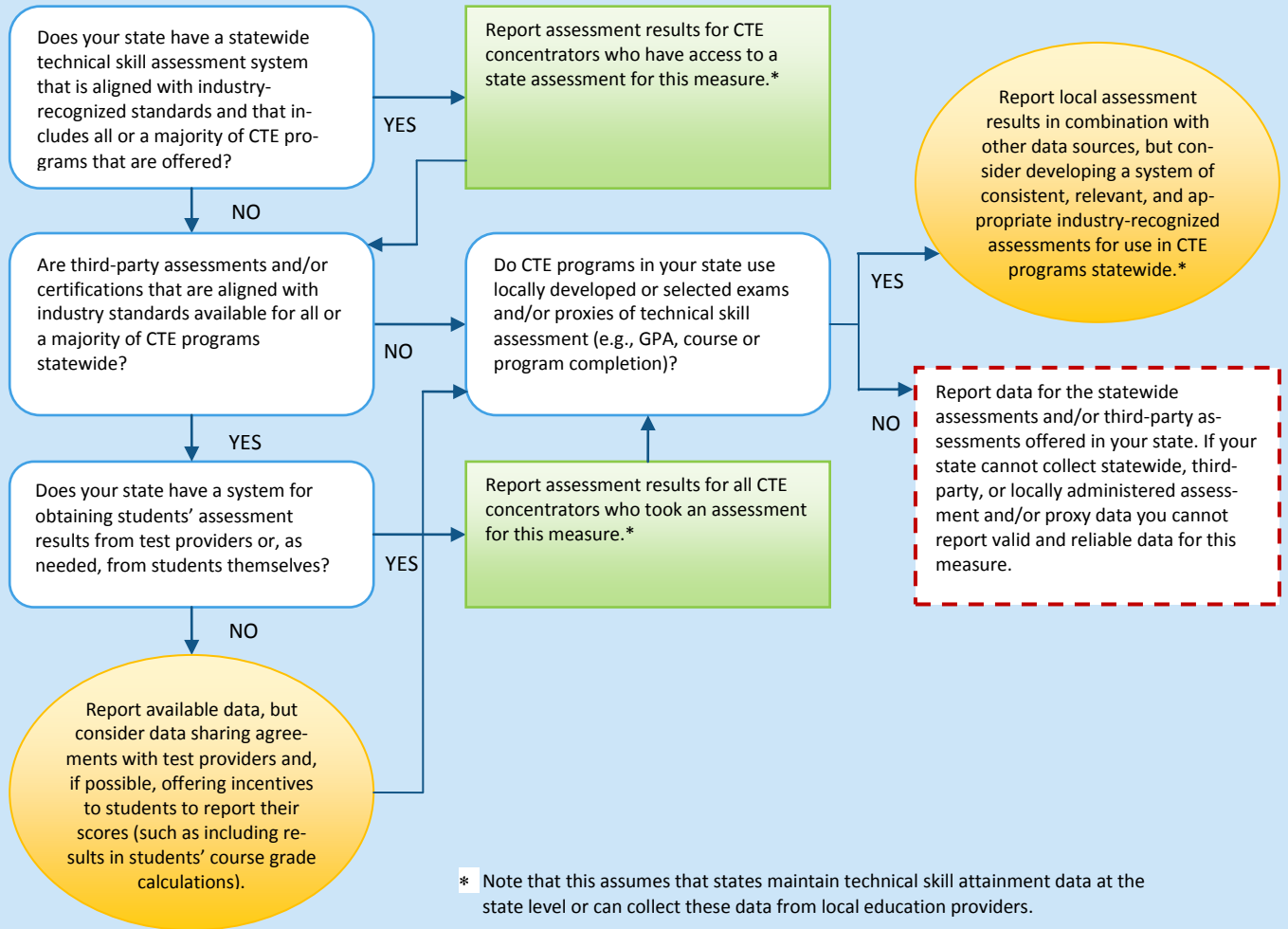


Technical Skill Attainment

START



MEASURE CONSTRUCTION

Percentage of CTE concentrators for whom a technical skill assessment that is aligned with industry-recognized standards is available, and the assessment results for all students who completed one or more of these assessments.

- **Numerator:** Number of secondary students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and who took and passed a technical skill assessment that was aligned with industry-recognized standards, if available and appropriate, during the reporting year.
- **Denominator:** Number of secondary students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and who took a technical skill assessment during the reporting year.

FREQUENTLY ASKED QUESTIONS

Q1: My state uses a mix of state, local, and national assessments. How should these data be reported?

A1: Federal nonregulatory guidance calls for states to report on CTE concentrators who took an assessment that was aligned with industry-recognized standards, if available and appropriate, during the reporting year. If this information is not available, report results for all state-approved approaches, identifying the number of students who took and passed a standardized statewide exam.

Q2: How should my state report on CTE concentrators who take multiple assessments in the reporting year?

A2: Report testing results for each concentrator who took an exam in the reporting year. If a concentrator has taken more than one assessment in the reporting year (or the same assessment multiple times), count the student as having achieved technical skill proficiency if he or she passed at least one exam.

Q3: Is reporting pass rates sufficient to address the measure?

A3: For federal accountability purposes, states are only required to report on the number and percentage of students who achieved a passing score on a technical skill assessment in the reporting year. To allow for rigorous statistical analysis, states should seek to collect (1) performance results for all technical skill assessments attempted by students, and (2) the score that they achieved. This will allow researchers to assess whether performance outcomes differ for students who passed only one technical skill assessment versus those who passed all assessments, or for those who achieved relatively lower scores than for those who were relatively high achievers.

Q4: How should data on student assessments be stored?

A4: States will need to create additional fields within their state longitudinal data systems to allow for the collection of comprehensive information. For each assessment, states might wish to track the following information:

- *Assessment type* How technical skill mastery is measured (e.g., statewide assessment, national credentialing exam, GPA, or course or program completion)
- *Performance score* Level of skill mastery achieved
- *Test date* The date when the assessment was administered

States also should provide data fields to record test results for all student assessments that are taken. This information will support researchers in assessing whether students completed a stackable set of assessments that prepare them for college entry and/or career success.

Q5: How can my state access assessment results from third-party certification agencies?

A5: Privacy laws can make it difficult for states to secure assessment results from third-party certification agencies. One approach would be to identify the relative number of students taking third-party assessments, for example by consulting with secondary and postsecondary administrators and/or reviewing state data to identify students participating in programs with known third-party assessments. Once you have identified some high-priority agencies, seek to establish a Memorandum of Understanding that will allow you to identify students who have taken and/or passed certification assessments. Centralizing test reports can remove reporting burden at the local level, while offering a richer set of data for analysis purposes.